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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Newspaper Injustice

IF ANYONE who goes wrong has been a teacher within ten or twelve years some newspapers put in the headline "A Teacher Arrested," or whatever the case may be. If we read we see that the criminal taught school somewhere several years ago. This demonstrates that the public is surprised if a teacher fails of a hundred per cent. perfection. Just the same it harms the profession, for the public assumes that teachers generally make such mistakes. Many newspapers refuse to disgrace themselves by allowing teachers to be singled out in such cases. The public does not realize that it is really a compliment, and it is often construed to be a reflection on the profession.

Not one married couple in a hundred is divorced, but the press never refers to the happy homes, but gives the impression that all families are discordant.

No watch will keep time unless it is cleaned before it begins to lose time. It is as true of good teaching that one's illustrations and devices must be cleaned out before they become stale.

Keith, State Commissioner

DR. JOHN A. H. KEITH of Indiana State Teachers College, of Pennsylvania, succeeds Francis B. Haas as State Commissioner of Pennsylvania by prompt appointment of the Governor. Dr. Keith is one of the leading professional educators of the state. He has been eminently successful as president of two State Teachers Colleges—Oshkosh, Wisconsin, ten years, and Indiana, Pennsylvania, nine years. He has the scholastic distinction of having Bachelor's and Master's Degrees of Harvard. Few State Commissioners in the country have brought to official state leadership such scholastic and professional equipment magnified by as extended successful experience as Dr. Keith brings to the State Commissionership of Pennsylvania.

Robert Lincoln's estate of $1,250,000 looms large financially beside his father's financial bequest, but Robert's estate would not have been mentioned but for his inheritance from his father's service to humanity.

Cooper Succeeds Wood

SUPERINTENDENT W. J. COOPER of San Diego is appointed state superintendent of California, succeeding Will C. Wood, who is to receive an appointment of much more financial and political importance, it is said. It is all quite thrilling. Mr. Wood appointed Mr. Cooper, then superintendent of Fresco, president of the San Jose State Teachers College twice, and the then State Board of Education on both occasions refused to confirm the appointment. Then Mr. Cooper was elected superintendent of San Diego. Now Mr. Cooper succeeds Mr. Wood as state superintendent, all within one year! If there is any parallel to this in American education it has escaped our notice. California has certainly been doing things, especially since Mr. Young was elected to succeed Governor Richardson last November, only two months ago.

Dr. William John Cooper is every way eminently qualified to be of inestimable service to one of the most important states in the Union, and he is sure to continue at high speed the heroic program of Dr. Will C. Wood.

Stanley Quom, a Chinese student in an important California high school, is the leader of one of the best high school orchestras on the Pacific Coast. What a change from the Chinese opportunities of other days!

A Newport News Plan

JOSEPH H. SAUNDERS, superintendent of Newport News, Virginia, with the co-operation of his assistants did something in Education Week which we have not known to be done as effectively elsewhere.

School work was exhibited in the show windows of the leading stores of the city every day for a week. We are sure that never before has as large a proportion of the citizens of any city seen so large an exhibition of the latest school work of the public schools.

The crowning glory of this window school exhibit was an observance lesson in the largest show window of the city. Each day a first grade class from some building was taught for two hours by the primary supervisor. Not once in the two hours of any day did one of the children appear to know that any one was looking in at the window. Not that the children tried not to look out, but they were so intensely interested in the work that they had no interest in anything else. In every way these school exhibits and this observance lesson were the greatest revelation to the public which we have ever known.

In California there are 130 school districts that have fewer than six pupils.

Helen Fischer at Dallas

WE VENTURE a prophecy that one of the notable addresses at Dallas will be that of Mrs. Helen Fischer of Shenandoah, Iowa, landscape designer and garden adviser. It will be a thrill rarely equaled on the National Education platform and as practical as anything ever heard on any platform.

Dr. Randall J. Condon, as superintendent of Helena, Montana, had Helen Field as principal of his largest elementary school, and she helped him make the city nationally famous. He knows the brilliant personality of Mrs. Helen Field Fischer, and the following poem will give our readers a bit of the joy in store for the audience at Dallas.

BORDERLAND

BY HELEN FIELD FISCHER

There is a mystic borderland that lies
Just past the limits of our work-day world,
And it is peopled with the friends we met
And loved a year, a month, a week or day,
And parted from with aching hearts, yet knew
That through the distance we must loose the hold
Of hand with hand, and only clasp the thread
Of memory. But still so close we feel this land,
So sure we are that these same hearts are true,
That when in waking dreams there comes a call
That sets the thread of memory aglow,
We know that just by stretching out the hand
In written word of love, or book, or flower,
The waiting hand will clasp our own once more
Across the distance, in the same old way.

Mrs. Fischer is a scientific and artistic landscape designer. She broadcasts two talks of an hour each of garden advice every week. Last year Mrs. Fischer mailed seven thousand cards of garden advice in response to inquiries and nearly fifty thousand persons visited her beautiful gardens at Shenandoah, Iowa. At Christmas this year she received hundreds of substantial greetings, dressed chickens, beaded bags, handkerchiefs, and other appreciations.

There is additional value in teaching the child with the foreign-sounding name, because the chances are that the teaching is passed along to parents at home.

The Milwaukee Way

By A. E. WINSHIP

THE great American problem is that of youth from fourteen to eighteen. There is no perfection of babyhood, childhood, boyhood and girlhood that will be a guarantee of safety, industrially or financially, socially or religiously, unless youth is safely piloted from fourteen to eighteen. These are the years for the ripening of young manhood and womanhood, of preparation for the harvest and the market for the talent and experience in home and school of babyhood and childhood, boyhood and youth.

Strange to say little has been done by professional educators to take all of these youth safely to successful manhood and womanhood. Schools and teachers have been provided and boys and girls could attend if they wanted what the bill of fare provided. At the most not more than one half of the youth from fourteen to eighteen chose to enjoy the bill of fare provided in the conventional high school or any of the detour by way of commercial, industrial or vocational courses.

The great American problem, industrially and commercially, socially and morally, is the making of the non-academics good and good for something. It is not a theory but a condition that confronts all America. It is a problem of vastly more importance than that of corn or coal, railways or highways, fundamentalism or modernism.

One half of the makers of America of the future—the voters—will be those who will not enjoy any of the traditional or conventional bills of fare provided for boys and girls from fourteen to eighteen. Denver and Buffalo are experimenting with unusual plans for serving these youth from fourteen to eighteen with attractive and wholesome educational vitamine. Many cities are desirous of finding a way to solve this problem.

Milwaukee has a more heroic way than has any other city, because it actually reaches every one from fourteen to eighteen who does not appreciate the significance of the traditional and conventional plans of the public school for the youth in those vital years.

There are three wholly new phases of the Milwaukee way of solving the problems of the submerged fifty per cent. of boys and girls of these years.

First. It is universal. No boy or girl of these years in Milwaukee can escape a skilful attempt to create a morale that develops thrift and character.

There are many influences exerted to tempt everyone from fourteen to eighteen to get an academic preparation for life in the Junior and Senior high school with compelling social and traditional influences to continue academic work in college. Those who resist all of these professional forces, about one half of the total, are compelled to learn or earn or learn while they earn. This is an indispensable condition for any solution of the problem of this half of the youth of a city. It makes loafing an impossibility. They must learn or earn, and they must learn at least one full day out of five while they earn. This is as vital as abundance of pure air for one with tubercular tendencies. All attempts to solve these problems by leaving it to the children, to their parents, or to employers are criminal civically and socially as well as industrially and commercially.

Second. The Milwaukee way relieves the public schools of direct responsibility in dealing with complex problems that they have failed to solve. There would be no problems of youth from fourteen to eighteen if the public schools had succeeded in functioning in such a way as to keep this half of the youth in school. Any claim that this problem should be handled by those who have managed in the traditional way with the other half will have no standing in the court of public opinion until the traditional way can demonstrate its success with this other half. There are cities, at least one large city, in which the public schools are dealing with fair success with the most complex phases of this problem, but there is no adequate demonstration that the traditional public school is solving the problem of boys and girls from fourteen to eighteen.

Third. The Milwaukee way appears to have eliminated friction between labor and capital in meeting one of the most vexatious of their problems. This is indispensable to any peace and prosperity in the United States. In the nature of the case it is next to impossible to eliminate liability of vicious friction when the solution of problems in which both capital and labor are vitally interested is left to an administrative board elected by the public or appointed by one who is elected by the public. If either capital or labor controls the public board for a time it is only a question of time when the other interest is likely to triumph. In the traditional academic routine there is slight liability of either capital or labor having a major interest in school administration. The elementary school affairs and the academic work of the Junior and Senior high school are now largely professional, and the details are left largely to the professional administration.

But the problems of those of the half of the population from fourteen to eighteen that the

traditional administration fails to serve attractively are quite different. Here is an entirely new element in which both capital and labor are deeply interested. Capital is liable to insist upon its right to employ youth from sixteen to eighteen while labor is likely to insist upon an education of youth from fourteen to eighteen who are not academically inclined in order to help them to earn a better living and live better on what they earn.

The Milwaukee way has a special board, two of whom represent capital to the entire satisfaction of capital, and two represent labor to the entire satisfaction of labor, and the fifth member is the city superintendent of schools. For fourteen years while the city has invested more than $5,000,000 in a material plant, developing an institution in which more than twelve thousand youth from fourteen to eighteen do intensive educational work one full day in each week, getting what they most need in one of the sixty special courses and in the development of an expert faculty of more than five hundred. There has never been anything attempted that has not had a unanimous vote. In fourteen years Superintendent M. C. Potter of Milwaukee has never had to cast a deciding vote. He has always made the vote for the recommendation of Robert L. Cooley, the principal, unanimous.

What a record of fourteen years, in fourteen such years as those that the United States passed through since 1912. The Milwaukee way certainly deserves close attention as well as high praise.

Womack's Way

STATE SUPERINTENDENT J. P. WOMACK of Arkansas has a unique way of getting his legislative program to the people. He took charge of the superintendent's office January 1, just ten days before the meeting of the legislature. Five days before the date set for the convening of the legislature Superintendent Womack went on the air and gave his message to the state.

Preliminary to this he had notified all county and city superintendents, suggesting that they advertise the program in every community in their respective counties.

It was done. Music houses sent their stock of radio sets to rural schools. Private owners of sets carried them to the high school auditorium or other meeting place. All over the state the stage was set for the experiment. Within a few minutes after the conclusion of the address messages began coming in by the dozen. The following are typical:—

"Entire Glenwood School listening in. We are one hundred per cent. for Mr. Womack's program."

"Rural school near Marvel and several patrons hearing address over Mrs. R. S. Spear's radio. We are with Mr. Womack."

"The teachers and 1,100 pupils of the Smackover School enjoying the address."

A tabulation of the messages showed that every section of the state had its listening group, and everywhere there was keen interest.

One county superintendent borrowed a set and carried it into a community where Mr. Womack had few supporters in his race, because the people had been prejudiced against him. The voters were induced to listen in. The county superintendent reports a radical change in attitude in that community.

Superintendent Womack is convinced that the experiment is one worth repeating. His department has a regular hour over KTHS (Hot Springs) from 12.30 to 1.30 each Friday. It will broadcast weekly programs touching every phase of life—the home, the school, the church, the farm. Developments will be watched with interest.

The Teacher's Creed

I believe the glorious work of the teacher is more than a **job**,—for a job is measured in terms of dollars and hours,—more than a **profession**,—for a profession may be but the expression of codes and formulae; but the glorious work of the teacher is a **calling!**—not controlled by dollars, hours or cold formulae, but the expression of a vision of heart, soul and mind which is translated and interpreted by unselfish service for the benefit of humanity.

* * * * * * * * *

I believe the greatest heritage of our civilization is the child whose inalienable right is to be well born and to play, and for the teacher to help the child find himself in order to give him an ideal of living which is giving and appreciating and not getting; a training for citizenship to overcome sordid things; to develop the noblest and best in government; and to perpetuate a civilization which is founded upon Eterity's Golden Rule.—C. W. Heathcote, Ph.D., State Normal School, West Chester, Pa.

Belding's Page

TOLERANCE NOT ENOUGH

IT IS related of the Greatest of Teachers that a young man once came seeking advice. "Then Jesus, beholding him, loved him."

There, in a word, is the secret of all successful teaching.

There is all the difference in the world between being tolerant toward young people and loving them. A small minority of the persons employed as teachers are temperamentally unfitted to the work. Their attitude toward youth or childhood is not even that of tolerance. They are irritated by the presence and behavior of juveniles.

The great majority of teachers are tolerant of youth; accepting youth's faults and weaknesses as inevitable; but not going the length of loving them.

Love penetrates through the outward signs, the masks and armors, to the heart within, where it sees nobility and beauty. Love is not blind, but gifted with the keenest vision.

When teachers love—not just their favorites—but all the youths who come into their presence for instruction, their potentialities as educators will be increased a thousand-fold.

ASK DAD—HE DOESN'T KNOW

JACK is thirteen. He has reached the eighth grade, where he is struggling with studies which are new and strange to him. Jack's father is a college graduate. He has studied algebra and Latin and a lot of other things Jack has never yet encountered.

Jack applies to his father for help on an example. And dad is stuck. He is stuck, it may be, for a long time. And possibly, in the course of extricating himself, he does a number of things which Jack knows are foolish.

It isn't strange if Jack remarks, inaudibly or otherwise, that an education can't be of much use if dad can't remember any more than he has remembered of what he learned in school.

Jack may be perfectly honest in this opinion. His father may aver that he really has profited greatly by his years in college; that his powers of straight thinking on large problems were enlarged. Jack remains a skeptic. Dad's stock is 'way below par, educationally. If he can lay just claim to having been "a shark" in school and college, so much the louder is the crash of his fallen reputation. For Jack is thirteen. And Jack is learning things every day which dad has forgotten.

DEALING WITH FAILURE

ONE minute it soars triumphantly in the air. The next minute—perhaps—the engine stalls or a propeller breaks—and down the plane crashes to the ground.

Suppose, as often happens, that the pilot is not seriously hurt. He manages to crawl out of the wreckage. He struggles to his feet and walks.

If he is an army pilot, just as he is commencing to reflect upon his adventure a superior officer comes along and orders him to get into another plane and be off again.

What! No time for rest and recovery of shattered nerves?

Not an hour. Not a minute. The pilot who has met misfortune tempered with fortune isn't allowed time to think it over. He isn't given a respite for bitter thoughts of what a perilous vocation he has chosen, or what a fool his officers must think him.

Up and away. He must recover his nerve by taking the air again. Here his mind will be busy with the problems of the moment. The old enthusiasm for flying will return—in fact, it has had no interval in which to get away from him. His officers have trusted him with another plane. If that is how they feel about him he must not disappoint their confidence.

The army officers thus have saved a hero from the sense of defeat and all that this implies.

If such treatment is good psychology for the flying field, may it not be equally good psychology for the classroom or the campus?

Youth tries to use its wings; falters and falls. Is it wiser to pin youth to the ground by sharp reminders of its failure—or to express unweakened trust by assigning new tasks just as difficult?

The Salvation Army has a bit of philosophy which fits here. "A man may be down but he is never out." This expression has helped many a poor fellow to pick himself up and travel on.

The same idea applies to adult life and the education which is self-imposed. Nothing is more futile than to cherish one's griefs and grievances. Far better is it to crawl out of the wreckage of fallen hopes and to essay the heavens again on pinions of undaunted effort.

Anson W. Belding

Associate Editor.

Letters of a Superintendent

Theory vs. Practice

To the Principals:—

A superintendent said to me the other day: "From what I hear at the State offices your city has been 'going some' in the matter of professional study during the last two years." That remark reminded me of a story.

A colored gentleman was passing rapidly along a country road beside a cemetery, and at one of his frequent glances over his shoulder he saw a ghost coming up behind him. The colored gentleman ran as fast as he could as long as he could and finally had to sit down to rest. The ghost came along and sat down beside him, and said: "Well, Rastus, we've been going some, haven't we?" Rastus answered: "Captain Ghost, yes suh, an' jes as quick as ah gets ma breff ah's a goin' some moah!"

Judging from the inquiries from teachers and principals about professional courses our city is going to go some more in a professional way. The interest of the teachers and principals in professional study is highly commendable, but it is well for us occasionally to sit down and recover our breath, and perhaps to see where we are going.

In modern educational theory there is a decided and almost universal tendency to eliminate subject matter and to reduce time allotment. I believe this tendency is dangerous. Educational theory that will not stand up in practice is poor theory. Professors of education are likely to be long on theory and short on practice. In theory all of the fundamental processes in arithmetic including common and decimal fractions are mastered with a satisfactory degree of accuracy and speed in the first six grades. Those of us who have to do with the varying conditions of educational practice know that here is a place where theory does not hold good in practice.

Another theory advanced a few years ago by progressive educators and very generally accepted was that the time devoted to the teaching of grammar was time wasted. This particular theory is being gradually abandoned, but as a result of it we now have many recent graduates of normal schools and colleges who don't know an indirect object from a predicate nominative, and some of them are proud of their ignorance.

Still another theory that has been put forward and accepted to a considerable extent is the contention that too much time is devoted to "place geography" and that it is really not at all important that children shall know the capitals of the various states. Two years ago I heard a teacher tell a pupil that "Scranton is in the coal region of West Virginia." That teacher, a comparatively recent graduate of a normal school, had learned place geography incidentally. That incidental learning is accidental learning is too well known to need elaboration, but we do need to keep the fact in mind.

Educational theory as propounded by our schools of education is a fine thing. Every teacher ought to acquire a professional knowledge of theory, but it is the duty of principals and supervisors to see to it that theory does not undermine sound educational practice. Theory never produces good educational results unless it leads to better educational practice. All too often those of us upon whom rests the responsibility of educational supervision are prone to accept new theories without first knowing that they have been tested and proved in the laboratory of classroom practice. Let us have the courage of our convictions so that we shall not accept theory unless it produces results in practice, and above all let us encourage our teachers to do their own thinking.

John Dewey says that: "No thought, no idea, can possibly be conveyed as an idea from one person to another. When it is told, it is, to the one to whom it is told, another given fact, not an idea. The communication may stimulate the other person to realize the question for himself and to think out a like idea, or it may smother his intellectual interest and suppress his dawning effort at thought." (Dewey's "Democracy and Education.")

"The government of a country never gets ahead of the religion of the country. There is no way by which we can substitute the authority of law for the virtue of man. Of course, we can help to restrain the vicious and maintain a fair degree of security and protection by legislation and police control, but the real reforms which society in these days is seeking will come as a result of our religious convictions, or they will not come at all. Peace, justice, humanity, charity—these cannot be legislated into being. They are results of a Divine Grace."

—Calvin Coolidge.

What Do I Owe?

By A. R. KEPPEL

Marietta, Ohio

THE subject "What Do I Owe?" which I shall briefly discuss, is one that is by no means foreign to a group of educators. In fact, I know through personal experience that it suggests itself so frequently and with such persistence that occasionally we turn to our school work as a delightful relaxation. I am sorry to interrupt your enjoyment with even the suggestion of that unpleasant thought from which we so often seek relief. But I assure you that you may, if you can, forget what you are thinking of—for though my subject has apparently to do with finances you may be certain that I have no more desire to tell you what I owe, than you would be pleased to tell me.

Checking up, as I do, my monthly bills in an effort to determine those which are most urgent and of longest standing and therefore need more attention than the file can give them, I have pondered a bit about my professional debts as well. It is these that I wish to discuss. And since it is true that no one knows quite as much about what we owe as we do ourselves (and it is usually lucky for us that they do not) I shall feel justified in enumerating my professional debts in the first person—so that you may not think that I am assuming anything which belongs to you. This inventory which I herewith present is as surprising to me as it possibly will be to you, and it is only with the consolation that the knowledge of a problem is over half the solution that I have the courage to present this statement.

My first creditors are the folks who employ and pay me and who have a right to expect something tangible in return. These creditors we shall call the administration. They are finally held responsible for plan and policy, and I believe it only right that they should expect from me my moral support and my loyalty to their ideas and plans. If I cannot freely pay this debt I believe it is my duty to relieve them of the embarrassment and handicap that my disagreement creates. I believe I owe to them concrete evidence of the fact that I possess enough native common sense that my judgment and discretion may be reasonably trusted. To them I owe the pledge of frankness and the assurance that any thought or reaction concerning my work that seems to me indiscreet to discuss with them, should by all means be excepted from my conversation with others. I owe to them constructive criticisms that come within my province and any information which I may have heard which has a direct or an indirect bearing upon my teaching problems or my school. Above all I owe to them an honest day's work and my whole-hearted co-operation. If I give them less, I am not paying my debts.

"The parents place their most sacred trust in me and they have confidence that I shall prove my worth. Can I afford to disappoint them? I owe to them everything that may make the task of training their children as sacred as every true parent recognizes it to be. To do this job well I owe them first of all a cultivation of acquaintance, and friendship, cemented by understanding and culminating in a mutual trust. If I accomplish less than this I am not paying my just debts."

My next creditors who have even more of a right to expect from me certain obligations—and who might rightly be called my true employers—come in for their share of my returns. These creditors, the parents, place their most sacred trust in me and they have confidence that I shall prove my worth. Can I afford to disappoint them? Of all the institutions on this earth the first is the most sacred. May the time never come when the home is forced to be supplanted, for then, too, will go the hope of our nation. It is this sacred responsibility that I owe—of helping to save from our yesterdays that richest opportunity that comes only through the close contact and sincere companionship found within the bonds that link together in sincerity and strength of purpose the members of a family around the hearthstone of a home. I owe to them everything that may make the task of training their children as sacred as every true parent recognizes it to be. To do this job well I owe them first of all a cultivation of acquaintance, and friendship, cemented by understanding and culminating in a mutual trust. If I accomplish less than this I am not paying my just debts.

To my fellow-teachers I have a deep responsibility. Our commonness of purpose and our need of intimate and genuine fellowship is for-

tunately not dependent upon a likeness of the age child whom we teach. We are all serving and our respective problems are uniformly important. I owe to every educator an interest in his work, whether he be a college professor or a teacher of the first grade. Our professional inter-relationship determines to a great extent the future standing and efficiency of the teaching group. And I believe that my attitude toward my fellow-workers and my true interest in them affects greatly my efficiency and success as a teacher. I owe to my profession the responsibility of living up to its dignity and to its ideals. As a teacher I am a leader and my conduct directly affects the entire group. I owe to my profession—loyalty—and to every one of my co-workers a helpful attitude, that we who have the sacred privilege of casting the destiny of human lives, may tackle our job together.

My fourth creditor is my community and country. To them I owe the loyalty of service. They test my selfishness and challenge me to recognize Society's needs. They are not, however, content with a mere recognition but demand of me to do as well as to think. They remind me that I dare not live to myself alone, but that if I give to them the best that I have, the best will come back to me. I owe to them a knowledge of their affairs and their needs. I owe to them time and effort necessary to make them of greater service to all. If I fail to recognize these debts I am not paying them what I owe.

Of my fifth creditor I am reluctant to speak, for sometimes I pay him too much, and again I neglect him entirely. He says little but he demands much. When I do pay him liberally, it is so often for debts that I do not owe. This creditor is none other than "Myself." What do I owe myself? In the words of Edgar Guest:—

MYSELF.

I have to live with myself, and so
I want to be fit for myself to know.
I want to be able, as days go by,
Always to look myself straight in the eye;
I don't want to stand, with the setting sun,
And hate myself for things I've done.
I don't want to keep on a closet shelf
A lot of secrets about myself,
And fool myself, as I come and go,
Into thinking that nobody else will know
The kind of a man I really am;
I don't want to dress up myself in sham.
I want to go out with my head erect,
I want to deserve all men's respect;
But here in the struggle for fame and self
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.
I can never hide myself from me;
I see what others may never see;
I know what others may never know,
I never can fool myself, and so,
Whatever happens, I want to be
Self-respecting and conscience-free.

I owe myself health and I must recognize that the receipt of it is dependent not upon wish nor prayer but upon thoughtfulness and care. I owe myself proper rest that I may be fit to discharge my regular responsibilities. I owe myself relaxation and enjoyment that I may be human in my daily contacts. I owe myself study that I may progress with the progress of my vocational problems. And finally I owe myself a self-analysis in an effort to build my personality constantly stronger, that I may have greater influence with those whose lives touch mine—and that I may the better serve.

Last and greatest among my creditors and the focus of our entire teaching is "The Child." To him I owe the best that I have and the best that I am. I owe him first of all my sincerest personal interest—not to the group—but to him. I owe him my understanding and my sympathy. I owe him an awareness of his probable characteristics as I might guess them from the traits of his group, but more than that I owe him a definite knowledge of his actual qualities as I have learned them from my personal contacts with him. I owe him—not the job of loading his mind with information, but rather the task of developing in him the capacity to think, to reason and to do. Above all else I owe to him the privilege and the obligation of lighting his soul with the brilliant fires of life—those finer things which for want of a better name we call uprightness, kindliness and tolerance.

Elbert Hubbard said: "Don't forget the child; you're dealing with soul stuff; destiny waits just around the corner."

I owe to every boy and every girl who comes within my influence that guidance which shall set his soul's sail right and send him on his mission of service.

If I fall short of any of these, I am not paying my professional debts and I am a poor risk—unworthy of my profession.

When a teacher, by reason of inspiration or good training, brings to her children the right thing, they respond so freely and fully that half in ecstasy and half in despair she exclaims: "Why can not they be always like this?" If they could the millennium would indeed be here ushered in by an army of perfect teachers. —John Dewey.

A Morality Test

By CHARLES O. HALLORAN

Thomas N. Hart School, Boston

1. An ideal citizen is one

(a) Who looks after his own welfare first.
(b) Who obeys the laws because he fears punishment.
(c) Who lives up to the "Golden Rule."

2. A person should not gossip about his neighbors because

(a) He might lose their friendship.
(b) He might not be able to borrow from them.
(c) He might ruin their reputation.

3. If you find something of value you should

(a) Keep it for yourself.
(b) Give it to a friend as a gift.
(c) Try to find the owner.

4. A person should neither sneeze nor cough in a crowd without covering his nose and mouth because

(a) It attracts attention.
(b) It is impolite.
(c) It may spread disease germs.

5. Boys should not smoke cigarettes because

(a) They will spend too much money.
(b) They will get nicotine on their fingers.
(c) They will endanger their health.

6. A boy should not take pears or apples from his neighbors' trees without permission because

(a) He would be stealing.
(b) The neighbor's dog might bite him.
(c) He would be infringing on his neighbor's rights.

7. If your mother wishes to go shopping and writes a note to your teacher saying that you must be absent from school because of sickness at home you should

(a) Obey your mother.
(b) Tell her she is morally wrong.
(c) Explain to your teacher.

8. A person should practice thrift and not spend all his money so that

(a) He may have a bank account.
(b) He may have a gay time when he wishes.
(c) He may prepare for old age or misfortune.

9. If some one does a favor for you what should you do?

(a) Try to forget all about it.
(b) Commit wrong for him if he asks you.
(c) Return the favor.

10. A boy is loyal when

(a) He does wrong to help a friend.
(b) He does things that will bring criticism or discredit upon his family or school.
(c) He is devotedly faithful in every relation of life.

11. A person should put ashes on his icy sidewalk because

(a) It will prevent him from slipping.
(b) It will keep children from coasting.
(c) It is for the good of the neighborhood.

12. You should obey your teacher because

(a) They are more learned than you.
(b) They are older than you.
(c) They represent the authority of your mother and father.

13. If you are not prepared with your home lesson you should

(a) Try to do it during a recitation period.
(b) Copy from a friend's paper.
(c) Ask your teacher's permission to do it for the next day.

14. When a boy plays truant he should

(a) Tell the teacher an untruth.
(b) Write a note of excuse himself.
(c) Promise the teacher never to be truant again.

15. You should not throw rubbish and garbage into an uncovered barrel because

(a) A bad odor may arise.
(b) Rats may be attracted.
(c) Your community's health may be endangered.

16. A man is a good citizen if

(a) He does not smoke.
(b) He does not tell lies.
(c) He recognizes that his fellowmen have rights which he is bound to respect.

17. One should vote for a candidate for public office because

(a) He is a member of the candidate's party.
(b) The candidate did a favor for him.
(c) The candidate is the best qualified man for the office.

18. The employee of most value to a business concern is the one

(a) Who does only the work he is supposed to do.
(b) Who shirks his work when the boss is not around.
(c) Who, when his work is done, helps some one with his work.

19. A schoolboy is self-reliant if when his teacher is not present

(a) He occupies himself with school work.
(b) He watches his classmates fool.
(c) He joins them in their fun.

20. You will practice self-control if

(a) You will not become angry.
(b) You will not become nervous and excited.
(c) You do not give vent to your feelings.

21. If the umpire or referee in a game makes a decision unfavorable to you, you should

(a) Argue with him.
(b) Refuse to play any longer.
(c) Accept the decision cheerfully.

22. People should keep in good health because

(a) They will have no doctor's bills.
(b) They will be able to work hard.
(c) The welfare of their country depends upon those who try to be physically fit.

23. A self-reliant boy does a thing because

(a) His gang does it.
(b) He is being watched.
(c) He is not afraid of doing the right thing at all times.

24. A person should give to the poor because

(a) It will bring commendation.
(b) People will think he is generous.
(c) "It is more blessed to give than to receive."

Who's Who in America

THE new edition of Who's Who in America for 1926-1927 (The A. N. Marquis Company, Chicago) differs materially in make-up from all previous issues of this world-famous biographical reference book. The page is larger and the overbulkiness of the volume has disappeared. The new size is just what could be desired for compactness and for general convenience, and is a great improvement over the earlier editions. The printing is from type designed especially for space-saving and ease in reading, and the arrangement of the volume throughout is in keeping with the progressive policy pursued by the publishers from the very first.

There are three columns to the page instead of two, as heretofore. The book contains nearly 2,300 pages, crowded with information concerning the living notables of the United States, in a systematic arrangement which makes reference easy. The editor is Albert Nelson Marquis, who founded the publication in 1899.

The first edition of Who's Who in America (published twenty-seven years ago) contained 8,600 biographical sketches. This new edition (the fourteenth biennial issue) contains nearly 27,000 biographical sketches, a larger number of such sketches than was ever before gathered into a single handy volume. Indeed this volume contains more information concerning notable living Americans than all other books combined; and it is an interesting fact, as illustrating the vast amount of material compressed into its pages, that "Who's Who" contains 5,000,000 words, or six and one-half times the number in the St. James version of the Bible, which contains only 774,746 words.

An outstanding feature of the book in the matter of added details will be found in the names of children—information hitherto quite inaccessible if not altogether unobtainable in printed form.

The voluminous index, listing the 27,000 names in the book by state and post office, covers ninety-five closely printed pages. This index renders easy the finding of the names for any locality. The "Educational Statistics" strikingly illustrate the advantages of an education. Sixty-four out of every 100 persons listed in Who's Who in America are college graduates.

"The Occupations and Environment of American Notables" is the title of an arresting study. The "Birth and Residence Statistics" shows at a glance where the notable living Americans sketched in the book were born and where they now live.

Who's Who in America has long been an indispensable book of reference for intelligent men and women who read newspapers and magazines and aim to keep informed as to the progress of events, or in any sense to keep abreast of the times. This new volume, in its new form, and added features of information, will be more deserving than ever before of a place in every home, business office, library and editorial room of the country.

Columbia University's Latest Service

COLUMBIA UNIVERSITY has offered its facilities to the motion picture industry with a view to the establishment of a new set of courses pertinent to motion picture making. The offer was made by Dr. Nicholas Murray Butler, president of Columbia, before a group of distinguished men and women assembled for the occasion by Will H. Hays, president of the Motion Picture Producers and Distributors of America.

Dr. Butler's offer of this service to the motion picture industry was the result of a survey made by a committee of university professors, who found that courses in architecture, in chemistry, in journalism, and kindred subjects would react to the advantage of the industry. Dr. Butler said: "The motion picture industry is a stupendous engine, releasing a new set of forces for the entertainment and instruction of millions. We have only scratched the surface of possibilities of the achievements of the moving picture producers. We cannot predict what will be offered to us within the next twenty years. The importance of such an undertaking is unpredictable and stupendous. Its importance as a social force is equal to its importance as an artistic and intellectual instrument. When laymen go to the motion picture theatre and see with amazement what has been done they begin to get an insight into what is possible. The accomplishments are really beyond belief."

Mr. Hays, in response, said: "The motion picture wants its future to be in the hands of men of vision. It wants its members to know the arts, the sciences, and the literatures the universities can offer. We want men with a general philosophy of life, not men to fill jobs. We want men who have been taught not facts, but how to handle facts. We want men who have been taught not to make money quickly, but who have conceived of business as an instrument of social service. Our business is built largely upon personnel. Take away our directors, our actors, our writers, and we have nothing left but a highly organized production, distribution, and exhibition machine with nothing to keep it running. The development of any art is limited only by its man-power, and man-power is produced only through opportunity. This offer of Columbia University helps to make that opportunity."

American hens enabled the United States to export 16,415,395 dozen eggs first six months of 1926, which was three million more than in the same months of 1925.

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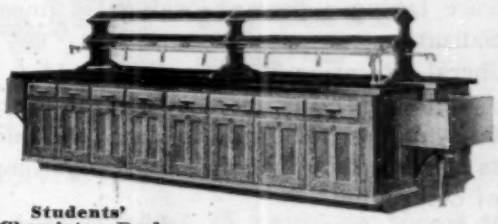

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Interesting Research

THE Democrat and Chronicle of Rochester, N.Y., has been conducting an extensive piece of research, of a sort unusual with the daily press. The aim of the newspaper was to find out just where and how the money raised for school purposes is spent. A pamphlet issued by the investigators, and by them distributed to members of the Associated Press, contains a careful listing of all the subjects taught in the Rochester schools. The scope and variety of instruction offered in a modern school system must have been a surprising revelation to many people. Nearly if not quite all of the subjects have been introduced in response to popular demand. A conspectus of the whole curriculum may show that some studies are luxuries; or it may show that all are essential and should be continued.

The action of the Rochester newspaper is only a single straw, indicating the way the wind blows with reference to school budgets.

It would be of benefit to our souls if we teachers would take time enough each day to ask ourselves whether we have destroyed any ambitions, engaged in unjust criticisms, humiliated or belittled a sensitive child, embittered anyone in our charge by the use of sarcasm or made one of them the butt of a joke.—The Indiana Teacher.

Cultural Morass

By GLENN FRANK
President, University of Wisconsin

ALL universities today are running away from the vast load of rapidly increasing unrelated knowledge, and in the elective system are taking a coward's refuge in unrelated specialization.

Liberal education all over the world is in a dire plight, suffering from structural overloading and finding it difficult to carry the burdens of its own creation and the increasing complexity of curriculum.

The elective system was born essentially a strategic retreat from new knowledge they were incapable of assimilating. It has turned universities into intellectual department stores or specialty shops or intellectual cafeterias. You know the fate of a man who goes into a cafeteria with no advance knowledge of dietetics.

Some measures must be taken against the obvious scrappiness of culture brought about by specialization and to prevent the university from becoming a multiversity.

Intense specialization is ninety per cent. inevitable in the modern world, but there are dangers. Specialization, usually considered the foe of culture and the friend of science, has dangers also for science.

I can imagine generation after generation turning out scientific workers with narrower and narrower outlook, incapable of conceiving those broad flights of imagination which have made possible every epochal advance in science.

The classics have been killed by classroom pedants who have forgotten literature in being absorbed in the minutiae of their specialty.

How can we protect specialists against fragmentation of background? It is a national issue of the first magnitude to protect the safety and sanity of the social order. Universities must be a real training ground for political and industrial statesmen who have perspective as well as power.

There is a demand for synthesis where analysis has shattered the world's knowledge into unrelated bits. We must realize that for the student subject matter is not of first importance, but speed and accuracy of visualization and comprehension. The only way may be to increase the tempo of our minds as the speed of knowledge increases.

To do this some first-rate educators must be found who will refuse to be awed by the bulk of modern knowledge and will be tentatively dogmatic in coherently organizing some body of general knowledge to which all students might be exposed. Students must be introduced to the broad ideas of knowledge or they become provincials.

In Cook County pupils in all grades above the fourth are required to carry one school-home project annually as a part of their regular school work.

* * * * * * * * *

The home is the centre of our civilization; therefore, school-home projects are the very best way of making home activities the centre of school work. No other school activities open so wide a field for the profitable and agreeable combination of study with doing as do school-home projects.

* * * * * * * * *

Pupils should be taught to do things, as well as to study things. Education should not stop at the school door. The school-home project system of instruction brings the school to the farm, store, home and factory, and is based on the conviction that you cannot properly educate the young to make a living and to live by the study of abstract things from books, within the four walls of a schoolroom.

* * * * * * * * *

By requiring all pupils to obtain achievement credit as well as academic credit, in order to pass from grade to grade, two educations will be given each pupil: one "out of life" and the other "out of books," one to fit for making a living, and the other to fit for living.

* * * * * * * * *

The Cook County Achievement course realizes in actual practice the principle that the homes, farms, stores and factories of the school district can be used as a part of the school plant.

* * * * * * * * *

Schools of this kind send out into life young people ready to take their places in doing the real work of the world. Such an educative process should develop active, self-supporting young men and women, having initiative and executive ability, trained to do as well as study.—Edward J. Tobin.

Randall J. Condon, Editor

[The Atlantic Readers. Edited by Randall J. Condon, Superintendent of Schools, Cincinnati. Boston: Little, Brown and Company.]

RANDALL J. CONDON has made a notable impression upon Friendship, Maine, which has always claimed his first love, upon the Maine Legislature, where he revealed statesmanship; upon country communities in Massachusetts, where he first demonstrated professional community leadership; in a Boston suburban city, where he grappled heroically with reactionaries; in Montana's capital city, where he faced the newest of the new in educational pioneering, and helped to make that state, years later, Number One in the famous index of Leonard P. Ayres; in New England's second largest city he set in motion strains of progress that are the inheritance of today; in a Mid-West city he has added greatly to its professional fame, and as president of the Department of Superintendence of the National Education Association it is already evident that he will establish new standards of professional advance, but we hazard little in the prophecy that he will live longest in the character of The Atlantic Readers, in which no selection has been included that does not deal with some phase of life or service; that does not deepen reverence, inspire faith, hope, or courage, teach kindness and helpfulness, magnify duty, obedience, and love of home and country, or foster some other virtue. "Nor does the teaching end with inculcating respect and love for our own nation, for, while this is placed first, world fellowship, sympathetic understanding, good will, and co-operation are duly emphasized. In the books for the upper grades, where these characteristics are emphasized, neither a 'narrow nationalism' nor a vague 'internationalism" is taught, but a strong, self-reliant nationalism that would seek and find opportunity for expression in terms of world helpfulness, peace, and fellowship."

While several superintendents have their names on the title pages this is the only case we know in which a city superintendent has taken extended time out of intensely active administrative service, has left his city and his responsibilities to create something entirely new, as Randall J. Condon has done.

Baker University, Baldwin, Kansas, excludes from oratorical contests students who use profane language or indulge in the use of any liquors.

Dean David Thompson of the State University of Washington is appointed acting president at a salary of $10,000.

"I am a teacher··

my voice gets squeaky and my throat sore"—

HERE'S how a Mississippi teacher solved a personal problem:—

"After teaching 25 years, my throat at times squeaked like an unoiled machine, and I am prone to frequent, vexatious colds, aggravated by catarrh and chalk dust. My nose and throat often 'clog' unpleasantly. But all I need to do is to put a Luden's in my mouth, and tones return to normalcy. Luden's comfort my throat." (Original letter on file)

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Personal and Professional

DONALD J. COWLING, president, Carleton College, Northfield, Minnesota, is exceptionally gifted in stating important facts and truths in a thrilling way. At the recent annual meeting of the Association of American Colleges Dr. Cowling said: "America should be very much disturbed over the fact that at present only one per cent. of its government's income is spent on education while 92 per cent. is spent on war and for war purposes. As the American college is now financed it makes no impression on public life. It hasn't the influence it had in colonial days."

Northfield College has always wielded large influence, never more than under President Cowling.

—

HON. FRANCIS B. HAAS, retiring State Commissioner of Pennsylvania, has rendered exceptional service under unprecedented conditions. We have known no one to be called to assume so great and complex responsibility as fell to the lot of Mr. Haas, first as acting superintendent during the prolonged illness of Commissioner Becht, and in the handling of legislative matters in as trying circumstances as we have ever known any state official to face. Mr. Haas has met every emergency skilfully, and the state department is turned over to Dr. Keith with no sore spots, and no trace of the complications which Mr. Haas accepted when he came into power.

—

PAUL DILLINGHAM, superintendent Falmouth, Mass., has a record which could hardly be surpassed in any place of its size in the country: Supervisor of health who gives full time to school work. Group instruction in instrumental music for high school pupils. Organization of a community orchestra through the efforts of the school supervisor of music. Development of assembly work for the pupils of the village, junior high and senior high schools. A Maintenance Club in the manual training department which looks out for the up-keep of the building. Organization of the Falmouth Teachers' Club. A course in elementary business training in the first two years of the junior high school. Reorganization of the social science courses in the junior high school. Extension of practical arts courses in the high schools. Organization of a chapter of the Sportsmanship Brotherhood. Extension of household arts department to include courses in hygiene, house planning and furnishing. Extension of the physical education program as a community service by offering evening gymnasium classes. An increase in the enrollment of the agricultural department of more than 100 per cent. in one year. Excellent record made by the judging teams and individuals of the agricultural department at Massachusetts Agricultural College, Barnstable Fair, and Brockton Fair. Introduction of special system of reading for pupils in special classes. Introduction in the primary grades of the so-called "Three Track System," whereby pupils are enabled to progress as fast as their abilities permit. The art department won two first prizes, one second prize, and five honorable mentions in a state-wide poster contest.

—

MILLARD C. LEFLER, superintendent of Lincoln, Nebraska, has been re-elected for a three-year term at $7,000, $7,500, and $8,000. He has a corps of more than 500 teachers, Lincoln has the record for creating eminent superintendents. It was Lincoln that sent W. L. Stephens to Long Beach, California; Fred M. Hunter to Oakland and Jesse H. Newlon to Denver. No other city has taken men unknown nationally, made opportunity to be known so well that they stepped directly into three superintendencies of high repute.

—

FORT E. LAND, Atlanta, State Superintendent of Schools, was in the State Department for several years, so that he knew the conditions of every section of the state and was favorably known to all school people and had the confidence of the public. He has devoted much time this year to the personal study of the schools of all kinds in the best states of the South. He is the first state superintendent of Georgia who has had a woman on the Board of Education, and Miss Katherine Dozier of the State Board is the best known educational leader among the women of the state. She has been a high school teacher in the state, a teacher in the Piedmont belt, and is the superintendent of the school and welfare work of two of the most important cotton mill communities of the South. She has promoted the investment of $175,000 in school and welfare buildings in the Pacolet mills of South Carolina, and a quarter of a million dollars in the New Holland mills of Georgia. State Superintendent Land has the hearty support of the State Board of Education and the confidence of the legislature.

Character Chats

By JOSEPH B. EGAN, A. M.

Topsy Turvy

TOPSY TURVY had a place for her green coat, and a place for her golden bonnet, and a place for her purple shoes, and a place for her silken shawl, but she preferred to throw them all in a heap on the bedroom floor. Topsy Turvy had a place for her little parasol, and a place for her doll and a place for her china dishes, but she preferred to leave them scattered about just where she had played with them last. Topsy Turvy's mother did not like such actions at all. She scolded and she argued and she wept, but nothing could make Topsy Turvy mend her ways. Finally her mother became so impatient that she cried out: "I wish you as much trouble with your things as you cause me. I do wish it, indeed." Of course, this was a dreadful thing for a mother to say, but then Topsy's mother was dreadfully upset. Now it happened that a roguish spirit overheard the words. "Ha! Ha!" he laughed. "What a good joke that would be. Topsy's mother shall have her wish, and Topsy Turvy shall learn a lesson she won't forgot." It wasn't ten minutes later before Topsy picked up her pea green coat. "Why, the pockets are inside out," she cried, "and so is one sleeve. What naughty person could have done that?" Next, Topsy looked for her bonnet. "Why, someone has walked on my new bonnet," she wailed, "and some one has pulled out the lining and unraveled the tassel that hung down behind." When her hat was set right again she hunted up her shoes. "Why, someone has put sand in my shoes," she shouted, "who could have been so mean?" When her shoes were cleaned out she hunted up her parasol. "Why, some one has turned it inside out," she screamed. "Some naughty, naughty person has turned my parasol inside out." When her parasol was all in shape again Topsy was ready to go walking. She strutted out of the door and into the street. She had not gone a block before she began to limp. She bent down to take off her shoe and her parasol jumped inside out. Then her bonnet turned upside down, and finally her coat pockets emptied her pennies on to the sidewalk. That night when Topsy lay sleeping the roguish imp sat near her ear and whispered: "You think I am a joke," he said, "but I am not. I am the little fellow who goes about paying people according to their deserts. I am always on the job, too, and never miss anyone. If you wish to be happy and successful just do the right thing at the right time, and leave the rest to me. While I empty the pockets of some people, I fill the pockets of others with all kinds of good things."

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Little Worries Make Big Clouds

THERE was once an Indian working hard in the hot sun planting kernels of corn with a pointed stick. He was a poor Indian, and had very little corn to plant. Each kernel, therefore, was as precious as a nugget of yellow gold. In the sky above flew a number of black crows, each of which watched the Indian as he worked, and earnestly desired to gobble down the golden kernels.

Now it happened that a great storm had swept over the distant mountain range, and one great mass of clouds, driven by a high wind, had streamed out into the blue sky and taken on the shape of a dreadful serpent with black uplifted head, and coiled body that dwindled into the horizon. Vivid flashes of lightning forked out of the wide-open jaws and the wind gave the whole mass a writhing, snake-like motion that added to the terrible effect

The poor Indian became aware of the darkening sky and glanced up. His eye caught the dreadful head and vast body. The jaws seemed about to reach down and swallow him. He shrieked in terror and fled from the field towards the village, spreading alarm among the other Indians as he ran.

In an hour the storm had passed and blessed rain had fallen on the Indian's field. The vast snake had vanished into thin air. The blue of the great sky was clear and beautiful without a speck in it to mar its lustre.

The poor Indian peeped out of his house in wonder. Where was the cause of all his fear? Surely his ancestral gods had been good to him. Then he climbed to the top of his dwelling and looked off towards his field where he had abandoned his precious corn. The rain would do the corn good. He smiled. Then he remembered the crows that had watched him plant. They were no longer in the sky. Could it be possible they had alighted? The poor

Indian ran all the way back to his field. As he came near the black crows rose heavily into the air. The poor Indian sat down on a rock and wept, for his golden corn was gone to the last kernel.

And as he sat and wept, a wise old medicine man came near. "Worries are big clouds," said he, "that frighten us so much that we do not notice the black crows stealing our health, our happiness, our smiles, our lightness of heart. Nothing is ever as bad as it seems, except the little acts of carelessness which are always a great deal worse than we ever imagined anything could be."

The Little Girl and the Rose

ONE day a little girl came into the office. She carried in her hand a lovely red rose on a long stem. She wanted me to enjoy her rose with her. She wanted me to see its lovely coloring, the delicate weave of its silken petals, the charming way in which it folded its beauty around the heart within it; she wished also to share with me the wonderful perfume that rose up out of the beauty of the flower like an incense from some heavenly burner swung by angelic hands.

After we had enjoyed the rose together and talked about it and about Him who designed it and created it, and brought it to its perfect end, the little girl went away carrying the rose with her. As she passed out of the office door she turned and smiled at me; a queer, understanding little smile.

Now the rose is gone. Its beauty has been translated to another sphere wherever that may be; the little girl has grown up, and has taken her place in life, but two things remain just as they were; the memory of the rose and the memory of the smile.

What a wonderful thing it is to be able to grasp a passing thing, a rose, a smile, a cheery word, a happy day, a song, a lovely scene and fix it forever, just as it is, in a place where, as long as life exists, no change can come over it. Our memory does all this for us. It becomes a sacred shrine in which we hang up the precious trophies that we gain as we go through life; and since it is such a sacred place, since around its walls hang glimpses of our loved ones, of happy hours, and beautiful things, how careful we should be not to hang there, also, the memories of evil things to debase and mar the beauty of the place.

When the years pass and the day comes when old age is on us, what a great comfort to have a shrine of memory hung with lovely things, rare things, delicate things, inspiring and ennobling things! How glorious to be able to walk right down the broad aisles of that shrine with proud, uplifted head, because of no fear of seeing some dark and evil looking thing leering at us like a devil.

The Oriole's Nest

JUST below my house, on the very tip end of a long elm tree bough hangs a beautiful oriole's nest. It is shaped like a pear, and is fastened to a crotch of the limb by strong cords woven of horsehair and woolen threads.

It is probable that no man lives on the earth today who could weave that nest of the same material and make it the beautiful, useful home that it has been.

It is a lovely thought to think that two of God's golden creatures knew enough, without teaching of any kind, to gather and weave and build, not for themselves but for other golden creatures of their own kind.

Today the nest swings idly in the wind. It is empty and capped with a white bonnet of snow. It will never be used again, and in time its cords will break, and it will tumble down to earth; but for you and me who raise wondering eyes to it now and then it still has a mission in the world.

It has been the home of beauty. Above it flashed the glorious golden wings of parent birds. Beside it the air thrilled with the liquid sweetness of the oriole song. Within it three little creatures came to light and life with a mission of loveliness in their hearts; three little apostles of harmony destined to carry, on God-given wing, messages of love and happiness to the hearts of men.

People who appreciate beauty pay silent tribute to the spots where beauty has come to life. A deserted nest; a withered stem of last year's rose; a fallen tree; a torn and broken book; a fragment of a great painting; the birthplace of a noble man or woman.

So each day as I see the oriole's nest swinging in the cold winter wind, I see about it the flash of glorious wings, and I hear as clear as can be, the silver flute-like melody of a song long sung.

The Joy of the Search

AS I WALKED down to the station this morning I found myself toiling into the teeth of a northeast storm. The wind howled about my ears, the snow stung my face, the cold set its teeth in my ears and fingers and the deep drifts laid heaps before my heavy feet. In spite of all, strangely enough, I felt a keen joy in the struggle. If I had had the magic power to melt away the winter's snow and sprinkle the earth about with the sweet blossoms of the spring I would not have done so.

I think I realized, as I struggled on for the station which was my goal, that the real joy in life comes from the upward struggle and not from the prize that waits for us on the crown of the hill. As we look about we see everything struggling and striving for better things; the limbs of the gaunt trees stretch up their mighty arms to the stars; and in the very crystals of the snow there is a struggle for beautiful design and perfect workmanship. If all this is true of the world about us, how much more is it true of the world within where the spirit that has come forth from God seeks through countless efforts and ages to return to the beauty of Him who made it. But things would not struggle without some great urge. If all effort ended at the road's end in pain and dust, it would be easier far to lie down and die. In order to provide against just this sort of thing God holds ever before the struggling soul the joy of the search, which of itself makes the bitter fight a thing worth while regardless of the crown won or the treasure gained. Happy is that man who has kept alive within his soul the joy of the struggle; who faces the bitter wind and biting snow with a laughing lip and a buoyant heart. Happier still is he who faces life with the same joyous surge of soul, who does his duty, not for the reward but for the sheer happiness in the struggle against odds. For such a man life is worth while and the battle yields its own crown, and the goal is not measured in terms of gold or power or worldly gain but in the power of the spirit, grown mighty in well-doing.

Building the Bridge

By WILL ALLEN DROMGOOLE.

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim:
The sullen stream had no fears for him;
But he turned, when safe on the other side,
And built a bridge to span the tide.
"Old man," said a fellow pilgrim, near,
"You are wasting strength with building here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, deep and wide—
Why build you the bridge at the eventide?"
The builder lifted his old gray head:
"Good friend, in the path I have come," he said,
"There followeth after me today
A youth, whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim:
Good friend, I am building the bridge for him."

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EDUCATION IN ACTION

Denver Has School For Janitor Helpers

An organization of custodians, assistants and helpers in public schools of Denver, Col., has been formed, an outgrowth of the summer school for janitors and engineers held for the last two years at State Teachers College, Greeley. Although the organization is less than six months old, inspirational addresses have been given by the superintendent of schools and two school principals and lectures or talks on landscaping, painting, carpentering, care of heating plants, of plumbing, and of electrical machinery by men in charge of school maintenance and repairs. Much has already been accomplished in improving methods of maintaining and cleaning school buildings and in the standardization of cleaning materials.

School Tests Given at Picnics

Rural school meets, district and county, are held annually in DeWitt County, Texas. They are combined community picnics and examination occasions and have been instrumental in arousing public interest in education and in encouraging pupils to continue school. Results are shown by the fact that since 1920 one-teacher schools in the county have been reduced from 30 to 13 and school terms have been lengthened in many places.

Fascists to Rule Italian Colleges

Schools, colleges and universities may be abolished by the Italian government if their teachings inculcate disrespect for the institutions and principles of Italy's existing social system, according to recent decrees. One measure empowers the government to dismiss administrative magistrates whose official or personal activities or opinions are incompatible with the general tendency of the state authorities. These decrees, which are intended to complete the "Fascistization" of higher education in Italy, provide definite steps for the prevention of non-Fascist instruction.

California Adults In Night Classes

"I wish I had gone to college," is no longer the regretful remark of ambitious adults, according to Dr. T. W. MacQuarrie, director of Metropolitan College, University of Southern California, who states that a night student body of more than 2,000 men and women, employed during the day in business, professional, domestic, and vocational pursuits, attend 150 evening courses at the college. Each class meets one evening a week and each quarter covers twelve weeks.

State School Head Urges Free Books

Miss Lois Randolph, who has just begun her term as State Superintendent of Public Instruction in New Mexico, announced that she would try to convince the 1927 Legislature that a free textbook law is necessary for New Mexico. The lack of this law, the new superintendent declared, is responsible for many parents helping their children evade the compulsory school attendance, because they cannot afford to buy books. She favors a property tax to provide the necessary funds.

Says Mexican Eagle On School Books

If Lieutenant-Colonel Dickson, retired army chaplain, is correct, the Mexican eagle rather than the American eagle is on the face of American school textbooks. The House of Representatives military committee is to question publishers on his charges of erroneous accounts of the activities of American soldiers.

Challenge Issued To Fundamentalists

Telling them to think for themselves and "not to believe anything is true until you find it is from your own observation and experience," W. O. Saunders, editor of an Elizabeth City, N. C., newspaper, spoke to the students of the University of North Carolina during the recent session of the North Carolina Newspaper Institute there. "Forces are gathering in this state to cram the infallible book down our throats," Mr. Saunders declared, "but I dare to stand here, without regard to the fact that the press of tomorrow may denounce me, and say to you that there is no infallible book." Mr. Saunders was invited to address the student body, choosing his own subject.

Married Women Teachers Barred

Women teachers in Allentown, Pa., schools must remain unmarried or quit teaching. This edict has been issued by the school board. The new order will not affect women teachers already married. "Disorganization" of the teaching staff because of the frequent invasions of Cupid was given by the board as the reason for its edict.

Army of School Teachers Proposed for Mexican Invasion

The Congregational Church of Wrentham, Mass., recently adopted a resolution which was sent to President Coolidge requesting that "if any force is to be sent into Mexico by the United States, it be a force of 200,000 American school teachers." The campaign of the school teachers "would abundantly justify the expense in ten years," the resolution said, "when we remember that culture and idealism, not material riches, are the true life of a nation as well as an individual."

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Million Color Shades Determined by Gauges

Successful experiments among the manifold activities of the bureau of standards include determination of new gauges by which the 1,000,000 different possible color shades in textiles, glass, or other materials can be distinguished; also improvements of devices for airplanes to find their direction from radio signals, and continuous testing and certification of all the delicate measuring instruments which are utilized by art, industry, and professional life. In testing and certifying gauges and thermometers the bureau during the last year performed 180,000 different operations, collecting fees of $675,000 therefor.

English Farmer States Schoolboys Overworked

Albert Thomas Williams, an English farmer who left $31,464 in his will, instructed his trustees in the document not to send his son, Albert Thomas, to a boarding school, but either to allow him to attend the ordinary elementary school or provide him with a governess or tutor at home until he is sixteen. Afterwards he is to go to an agricultural college if he wishes. Mr. Williams states in the will: "I make this provision because I am of the opinion that one of my sons was overworked at school and has never properly recovered from the mental strain which such overwork induced." Educationists in England who were questioned were unanimous in their opinions that the day-school boy has usually to work harder at his studies than the boarder.

State Universities Use Half of Income for Pay

Fifty-one per cent., $79,011,421, of the total incomes of state universities and colleges in the United States, $154,584,675, is expended for salaries and wages; 23 per cent., $36,208,800, for materials and supplies; 14 per cent., $21,733,841, for lands and buildings and 4 per cent., $6,277,863, for equipment. Allowance for scholarships accounts for about 2 per cent., $2,697,906, and 6 per cent., $8,654,844, goes into unclassified miscellaneous expenses, as shown by statistics compiled by Walter J. Greenleaf, assistant specialist in land grant college statistics, published by the Bureau of Education.

School for Foreigners In Berlin Opens July 14

The German Institute for Foreigners, established in Berlin two years ago for non-Germans desiring to learn or perfect their German in preparation for entering a German university, announces its summer courses for 1927. These will begin on July 14 and continue until August 24. The courses are designed for undergraduates preparing for their A. B. degree, postgraduates working for a master's or doctor's degree, teachers who desire to continue their professional studies, and auditors who desire to take purely cultural courses. The instruction covers German language study, art, pedagogy, sociology and a general survey course.

State Universities Teach Child Care

Actual child care and training for home economics students, under expert supervision in a home management house having a pre-school child, is provided by the State Agricultural colleges of Iowa, Montana, Oklahoma, Oregon, Pennsylvania and South Dakota; by the State Universities of Maine, Minnesota, Missouri, Nebraska and Oklahoma; by Cornell University; by the State Normal schools at Terre Haute, Ind., and Buffalo, and by Drexel Institute, Philadelphia. Nursery schools are maintained at Cornell University and Purdue University, Indiana; by the State Universities of Minnesota, Nebraska and Ohio and by the State Colleges of Iowa, Kansas and Montana.

"One-Teacher" Schools Are Waning in Kansas

"The little red schoolhouse" of one room seems to be on the wane in Kansas, while other schools show steady growth, according to Jesse W. Miley, state superintendent of public instruction. The one-teacher school costs the most per pupil, and has fewer pupils per school than any other type, Mr. Miley said. The decline of the one-teacher school spells actual advancement in an educational way, Mr. Miley believes, pointing to the growth of consolidated schools in the state and the general increase in school population from 537,092 in 1924 to 543,746 in 1926.

Brazilian Students Protest Americanization

At a recent meeting of the senior students of the University Law School in Rio de Janeiro, Brazil, the statement that "Brazil faces the peril of being Americanized" was applauded. Evidently Brazilian students are much exercised over the relations of the United States with Latin American countries. One of the student speakers said: "Today's meeting is a protest against American imperialism, which shames civilization by military intervention comparable to the German invasion of Belgium. If we are not careful all of South America will soon be under the American flag."

She Will Have Competent Teacher

A noted European motion picture star arrived in New York recently under contract to one of the largest of the film companies. The president of the company, who has made countless millions since he graduated from the fur business, introduced her to the motion picture critics. "She con't speak no English yet, boys," he said modestly, "but I'm gonna loin her."

Wheaton Stiffens Admission Rules

Important changes in the admissions to the freshman class at Wheaton College, Norton, Mass., are announced in the new college catalog. Until September, 1927, admission will be by examination and certificate, as at present. After September, 1927, candidates for admission by certificate must take the scholastic aptitude test and the examination in English under the college entrance examination board. After September, 1928, admission to the college will be by examination only. Miss Edith White of the economics department has been made secretary of the new board of admission.

N. E. A. Tour to Seattle

Tour leaves Boston June 25, 1927. Visiting—Chicago, Glacier National Park, Seattle, Portland, Columbia River Highway, San Francisco, Yosemite National Park, Los Angeles, Catalina, Pasadena, Grand Canyon, Colorado Springs, Pikes Peak, Denver, etc.

Detailed itinerary will be mailed upon request.

WOODS TOURS

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School Has No Pupils

Miss Libbie Lapour's only pupil has moved away. Miss Lapour is teacher of the school at Tarnov, a Polish village in Platte County, Nebraska. The district boasts a good building and Miss Lapour was employed for a nine-month term. School opened last Fall and for four months she taught her sole pupil, a girl of eleven years. The girl's father, station agent at Tarnov, was transferred and the school lost its pupil. The School Board is paying her a reduced salary, pending the arrival of children desiring a public school education. The residents of Tarnov are mostly Catholic and maintain their own school.

College Man Is Handicapped

While graduation from a liberal art school is not a detriment and college graduates are wanted in big business organizations, these graduates go to positions greatly weakened and with a marked inability to organize their time and suppress undesirable habits, President S. S. Baker told Washington and Jefferson College students recently. "The best thought in America," asserted Dr. Baker, "will support college education to the limit, and our task is to remove the causes of weakness."

Tigert Sees Trend To Junior College

A tendency to reorganize the college course to provide for study of professional and scientific studies as well as academic courses, is seen throughout the country, according to John J. Tigert, United States Commissioner of Education. The plan for such change would follow somewhat the changes which were made in high school organization when the junior high school was introduced. One of the plans for reorganizing the college course provides for a sort of junior college, which provides two years for academic studies. Two subsequent years provide for the study of professional or scientific courses, which fit students to enter chosen vocations.

Wesleyan Completes Its Campaign for $1,200,000

The board of trustees of Wesleyan University, Middletown, Conn., has announced completion of the collection of an endowment of $1,200,000, which entitled the institution to $400,000 offered by the General Education Board. The gift of the General Education Board was contingent upon the collection of the triple sum by the university prior to December 31. The campaign was inaugurated in 1920 by the late President Shanklin. In addition to the endowment, it has resulted in considerable gifts for buildings and other items.

TREND OF THE TIMES

900 SLAVES for each inhabitant of the United States would be required to replace electricity, according to Dr. E. E. Free, New York consulting engineer. We used last year in the United States more than 100,000,000,000 manpower of electricity. Manpower is more impressive than horsepower, he said.

YEAR'S SPORTS for 1926, amateur as well as professional, were accorded an increased popular interest. The track and field season was a record-smasher. Golf drew bigger galleries and lured countless thousands to its fairways. Tennis tightened its hold on popular favor. Schoolboy athletics had a boom year, and football exceeded the wildest expectations.

GOVERNMENT'S COST since 1791 for the United States is approximately $120,000,000,000, according to statistics made public by the treasury department. More than half of this vast sum was spent during and after the World War. From 1917 to the end of 1926 the actual government expenses were $62,000,000,000.

VACANT LIBRARIES in Poland apparently indicate that the Polish people have abandoned reading. Forty-eight libraries have had to go out of business within a year and the book shops are complaining that the number of volumes sold steadily diminishes, for some unaccountable reason.

AMERICAN FARMS, through improvement in the standard of living, are rapidly assuming all the comforts of city life in the country. Thirty-two per cent. of the nation's farm homes have running water and thirty-eight per cent. of the farm women have washing machines. Gas engines, modern self-heating gasoline and electric flatirons, kitchen cabinets, radio receiving sets, electricity and automobiles are a few of the conveniences used.

A SPEAKING HORN for automobiles which will say distinctly such words as "turning to the right," "stop" and the like has been invented by a Detroit man. This was brought out recently in a court action in Detroit whereby the financial backer asked that the inventor be restrained from disposing to others the patented rights to the horn. It was declared the same principle can be applied to railroad crossing signals.

"SUPER-COMPETITION is most characteristic of today's industrial era," in the opinion of Everit B. Terhune as expressed to the National Boot and Shoe Manufacturers' Association in New York. England, France, Germany and Italy are thoroughly alive to the necessity of increased efficiency in their industries and of trade expansion if they are to hold their own. American industry must be equally alert if we are to maintain the supremacy which much good fortune and considerable ability have won for us, he declared.

"JAZZ AGE" exactions are too great for the physical and mental well-being of American boys and girls, in the opinion of Dr. Charles H. Mayo, famous surgeon. The mental development of the American people today, he said, is far in excess of their progress made in physical development.

SECRET ARMY in Germany having financial support of militarists since 1923 to the amount of 70,000,000 marks a year for making arms and establishing a junker airplane factory at Moscow was one of the sensational charges recently made in the Reichstag by Philip Scheidemann, head of the social democrats in Germany. Hundreds of officers disguised as physical instructors, he said, were secretly drilling youth all over Germany. He gave names, places and figures while nationalists shouted: "Treason! Traitor! Blackguard!" None, however, called him a liar.

"AMERICA LEADS the world in the private ownership and operation of aircraft, is at least abreast of other progressive nations in the technical development of aircraft for military purposes, and has the technical knowledge necessary to equal or excel the commercial airplanes of other nations," says the annual report of the National Advisory Committee for Aeronautics.

BRITISH PENSIONS to those who participated in the late war have amounted to 665,000,000 pounds. This is a larger amount than has been expended so far by any other country. Last year 67,000,000 pounds were paid to 1,800,000 men, women and children. This was 2,500,000 pounds less than in 1925.

DAILY NEWSPAPERS to the number of 36,000,000 are sold every week day in the year in this country. The number of families in this country is officially stated to be 24,000,000.

The BOOK TABLE

EDUCATION FOR A CHANGING CIVILIZATION. By William Heard Kilpatrick, of Teachers College, New York: The Macmillan Company.

These three lectures delivered at Rutgers University in 1926 upon "The Nature of Our Changing Civilization," "The Demands on Education," and "The Changed Education" present the vision, conviction and spirit of Dr. Kilpatrick better than they have been embodied in any other single book. We quote a few random sentences which are significant:—

"Things are changing. So complex is the situation that almost any mood may, if it will, pick from the whole some instances of its congenial change and proclaim that as the trend of the times.

"If there is division as to how things are changing, much more is there diversity as to how to meet the situation. Every resource of thought, ancient and modern, is ransacked for suggestions. Religion, science, political theory, economics, education—from each in turn remedies are sought. All wish to use education, since whatever is possible to be done must be done through the coming generations, if not by them.

"Our times are changing and—in part at least—as times never changed before. These changes make new demands on education. And our education must greatly change itself in order to meet the new situation.

"Surer than money to attract men and women of the needed calibre and character is a better philosophy that will free education from its internal thraldom and allow it unhampered to do its real work."

Dr. Kilpatrick's personal and professional evolution—development for those who prefer it—is one of the noble demonstrations of the changing times, and this book is really a monument to the educational achievement of the last quarter of a century.

A LATIN PRIMER for High Schools, Vocational and Commercial Schools, and Junior High Schools. By Clarence W. Gleason. Boston: Little, Brown and Company, 1926. 293+xiii pages. $1.25.

Among the aims of the book, as stated by the author, are the following: To give a clear and intelligent presentation of the elements of Latin in a natural and logical sequence; to correlate English and Latin words, beginning with the first lesson; and to lay the foundations for reading at sight. The vocabularies are chosen, as far as possible, using Mr. Browne's Word List as a basis, from words common in Caesar and Cicero. Passages for translation are given from time to time throughout the book, and at the end we find interesting selections from various authors. The Appendix contains a concise English and Latin grammar, a list of Latin abbreviations, a full list of Latin words adopted into English, Latin expressions often found in English writers, law terms, legal maxims, Latin words useful in medicine and pharmacy, and Latin mottoes and songs.

The book also meets admirably the new requirements of the College Entrance Examination Board, based on the recommendations of the committee on the Classical Survey of the American Classical League. It is simple, concise, well-graded, and merits a wide use in our schools.

A GREEK-ENGLISH LEXICON. Compiled by Liddell and Scott. A new edition revised and augmented throughout by Henry Stuart Jones with the assistance of Roderick McKenzie, and with the co-operation of many scholars.

Oxford: The Clarendon Press.

The first edition of the famous Lexicon upon which the present work is based was published by the Clarendon Press more than eighty years ago. While more than eight editions have appeared since that time, yet the considerable additions to Greek literature, and the large number of documents that have come from Egypt within the last generation have wrought so many changes in the meanings of old words and have added so many new ones that a thorough revision was necessary.

In the twelve pages of the preface we have an interesting history of the Lexicon through its various editions, and also an account of the plans for meeting the need of a new lexicon. The limit of the present work is roughly 600 A. D. Patristic Greek is not included, except citations from Christian writers as sources of classical quotations, since a lexicon of Patristic Greek is in course of preparation.

The eighth edition bore on the title page the name of Drisler, a distinguished American scholar, and much assistance was given by Goodwin of Harvard and Gildersleeve of Johns Hopkins. But American scholars have not contributed to the present edition.

Part II is now in press, and will appear at no distant date.

DIAGNOSTIC STUDIES IN ARITHMETIC. By G. T. Buswell, The University of Chicago. With the co-operation of Lenore John, Research Assistant. Chicago, Ill.: The University of Chicago.

The failures in the elementary school are caused more frequently by arithmetic than by any other subject in the curriculum. This monograph is devoted to a detailed analysis of one group of mental processes, namely, those exhibited in dealing with the four fundamental operations in arithmetic. As the title indicates the authors diagnose various cases which they describe so clearly that the least alert minded or untrained teacher can but understand it clearly and follow the diagnosing readily.

One of the most profitable tasks for the teacher is to discover the methods and mental processes of pupils whose work is unsatisfactory and those of pupils whose work is satisfactory in order to compare these methods and processes with a view to securing general adoption of good methods. Such a procedure requires techniques of study which are sufficiently penetrating to reveal what the pupils are actually doing. The initial discovery of the methods employed by pupils is difficult and often requires elaborate forms of analysis, but once the habits of work adopted by pupils have been catalogued, the task of identifying characteristic methods in an individual case becomes comparatively simple.

A STUDY OF THE MODERN DRAMA. A Handbook for the Study and Appreciation of the Best Plays, European, English, and American, of the Last Half Century. By Barrett H. Clark. Cloth. xi+527 pages. New York: D. Appleton and Company.

Mr. Clark has been a tireless and original worker in the field of the drama for many years. His translations of French plays and his well-known volumes on "Contemporary French Dramatists" and "European Theories of the Drama" have given him a deserved reputation as a reliable writer on subjects connected with the drama and its interpretation. He has set the capstone to his activities in this remarkably complete and helpful handbook, which serves as an introduction to the study of the drama here and abroad during the last half century, or roughly, from Ibsen to O'Neill. Successive chapters discuss the drama of Norway, Denmark, Sweden, Russia,

Germany, Austria, Hungary, France, Belgium, Holland, Italy, Spain, England, Ireland, and America, with a further chapter on the Yiddish drama. Under each country is a general discussion, followed by a detailed treatment of significant dramatists: Ibsen, Strindberg, Tolstoy, Chekhov, Andreyev, Hauptmann, Sudermann, Schnitzler, Molnar, Lavedan, Brieux, Rostand, Maeterlinck, D'Annunzio, Pirandello, Echegaray, Galdós, Benavente, Pinero, Jones, Wilde, Shaw, Galsworthy, Masefield, Barrie, Yeats, Synge, Lady Gregory, Dunsany, Thomas, Fitch, MacKaye, Walter, Sheldon, Cohan, Tarkington, O'Neill—these are only about half of the important writers who receive the author's attention. In addition to biographical material on each author and his works, Mr. Clark gives a complete list of his plays, information about available editions, and an extensive bibliography of works about the man and his works, and then proceeds to analyze one or more—sometimes three—of his plays. This analysis is in discussional form: observations, queries, references, analogies, and contrasts; it can not fail to provoke the reader's interest and encourage thinking and discussion, a vital feature of Mr. Clark's book. Following the text proper is a very important and valuable bibliography of works on the drama, covering over sixty pages, which deals not only with the drama in general, but with the various national dramas and with individual dramatists, including many not treated in the body of the book. A complete index is provided. Students and teachers in schools and colleges, members of study clubs, and general readers will find the volume a storehouse of information and inspiration, while libraries will find it indispensable for their reference shelves.

FOLK SONGS OF FRENCH CANADA. Collected and edited by Marius Barbeau and Edward Sapir of the Canadian National Museum. Cloth. xxii+216 pages. New Haven: Yale University Press.

Everyone has heard of the Canadian "Coureurs-des-bois" and their songs, but probably no one ever realized what a wealth and variety of folklore material was still treasured up in the orally-transmitted folksongs of the French Canadians of Quebec, and even of New England, until the Canadian National Museum began a thoroughgoing, scientific study of the whole field of French-Canadian folksong under the direction of Marius Barbeau. The results of this investigation in a field thought exhausted half a century ago were surprising. From the lips of simple "Canadiens" was garnered a remarkable store of songs, thousands of them, with many versions of individual songs. One Gaspé fisherman alone contributed three hundred from the storehouse of his memory! Out of this abundant stock the editors of "Folk Songs of French Canada" have selected forty-one representative examples, some three or four centuries old, and all alive with the simple human emotions so characteristic of genuine popular literature. They have provided a general introduction and explanatory notes to each song as well as a wealth of references to parallels and analogies in the folklore of France and other countries. The music is also given, and the French text of each song is accompanied by an English translation by Dr. Sapir, in which an attempt is made to retain the metre of the original and to express its ideas as literally as is consistent with translation into English verse. In this the translator has succeeded; the English of the translations has such a sturdy popular flavor that they appear to have sprung from as primitive a source as the originals. Nowhere is there a trace of the bookish or artificial or literary. Both collaborators deserve the thanks of all lovers of folklore and of popular music. They have done within a somewhat more limited sphere a task comparable to that of Professor Child in his monumental work on the English and Scottish popular ballads, and have done it with evident fidelity and scholarship.

JACINTO BENAVENTE. By Walter Starkie, Fellow of Trinity College, Dublin. Cloth. 218 pages. New York: Oxford University Press, American Branch.

PLAYS BY JACINTO BENAVENTE (Fourth Series). Translated from the Spanish, with an introduction, by John Garrett Underhill. Cloth. xx+224 pages. New York: Charles Scribner's Sons.

The award to Benavente of the Nobel Prize for Literature a year or two ago focussed interest upon the great Spanish dramatist to a marked extent, not only in Europe, but in North and South America as well. Several of his plays have been produced in the United States with success—notably "The World and His Wife" (El Gran Galeoto) and "The Passion Flower" (La Malquerida) and revivals of Benavente plays are promised for the coming theatrical season. His foremost interpreter by means of the printed word has been in this country John Garrett Underhill, who is engaged in the work of translating the Benavente plays *seriatim*. The fourth volume, which contains "The School of Princesses," "A Lady," "The Magic of an Hour," and "Field of Ermine," maintains the standard set by Mr. Underhill in the three preceding collections. The gifted translator has prefixed an essay "On Theatre and Antitheatre," notable in itself as a piece of drama interpretation and serving also to place the pieces that appear in the book. Further volumes in the series are promised.

That Benavente is arousing a similar interest in Great Britain is indicated by Mr. Starkie's book, which is a popular interpretation of the playwright and his works.

A chapter deals with Benavente's rather limited production since 1914, notably such plays as "Campo de Armiño" and "La Vestal de Occidente" (which has as its central figure Queen Elizabeth of England). The concluding chapter summarizes Mr. Starkie's points, emphasizing among others the Shakespeare influence on Benavente.

Taken jointly with Mr. Underhill's translations and the excellent essays which precede each of his volumes, Mr. Starkie's book will help to give a satisfying and comprehensive picture of Benavente's work and significance, affording an appropriate mingling of theory and criticism with actual acquaintance with the works. Certainly no drama lover can afford to overlook either of these books. It is understood that Spanish classes are soon to have authoritative editions of a number of Benavente's plays in the original, as well.

Books Received

"El Sombrero de Tres Picos." By D. Pedro A. de Alarcon. Richmond, Va.: Johnson Publishing Company.

The Reference Shelf. "Federal Department of Education," and "Military Training Compulsory in Schools and Colleges." New York: The H. W. Wilson Company.

"Nichols' Junior Business Training." Parts One and Two. New York: American Book Company.

"Exploring the Manual Arts." By John F. Friese. New York: The Century Company.

"Zadig ou la Destinée. By Voltaire. —"Guy de Maupassant." Cinq Contes. Edited by J. B. Patterson.—"The Gateway to English." Part Two. By H. A. Treble and G. H. Vallais.—"Village Schools in India." By Mason Olcutt.—"Chateaubriand." With Notes by George Foster.—"Greece." By M. A. Hamilton.—"A Second Geometry." By J. Davidson and A. J. Pressland. —"Chaucer and the Mediaeval Sciences." By Walter Clyde Curry.—"The Legacy of the Middle Ages." Edited by C. G. Crump and E. F. Jacob. New York: Oxford University Press.

"Good Reading." First, Second, and Third Readers with Primer. New York: Charles Scribner's Sons.

"This Singing World." A Collection of Modern Poetry for Young People. Collected and edited by Louis Untermeyer. — "Journalism for High Schools." By William N. Otto. New York: Harcourt, Brace and Company.

"Principles of Education." By Philip R. V. Curoe. New York: Globe Book Company.

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GRINS BETWEEN GRINDS

Poor Pat

Census Taker — "Your husband's name, please?"

Mrs. Grogan—"Pat."

Census Taker—"I want his name in full."

Mrs. Grogan — "Well, sor, when he's full he thinks he's Jack Dempsey, but when Oi lays my hands on 'im he's just plain Pat again."—Capper's Weekly.

We've Often Wondered

Nurse Girl—"You mustn't ask so many delicate questions, Johnny. Don't you know that curiosity once killed a cat?"

Johnny—"What did the cat want to know?"—Pennsylvania Punch Bowl.

Quite Certain

"Did you behave in church?" asked an interested relative when Junior returned from the service.

"Course, I did," replied Junior. "I heard the lady back of us say she never saw a child behave so."—Christian Register.

Double Crossing the Cop

"Hey, you," yelled the traffic officer at the amorous lover. "Why don't you use both hands?"

"I'm afraid to let go the steering wheel," grinned the irrepressible youth at the wheel.

Convinced

Willie just home from circus.

His father did not approve of the circus.

"Dad," he said gleefully, "if you would go to a circus one time you'd never go to church again as long as you lived."

Educated, Anyhow

Uncle (to nephew who has just started school)—"So you go to school now, Billy?"

Billy—"Yes, uncle."

"Let me hear you spell puppy."

"I'm too big a boy to spell puppy. Try me on dog."—Tit-Bits, London.

Positively

Professor—"Who was the greatest inventor?"

Student—"An Irishman named Pat. Pending."

The Imitator

The Boss—"What do you mean by such language? Are you the manager here or am I?"

Jones—"I know I'm not the manager."

The Boss—"Very well, then, if you're not the manager, why do you talk like a blamed idiot?"—The Stenographer.

Fine!

Farmer Jenkins brought his new flivver into town one day and left it in the public square.

"Hey, there," yelled the traffic cop, "you can't park your car here."

"What you got that sign up for, then? Don't it say, 'Fine for parking automobiles'?"

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BY BERTHA B. AND ERNEST COBB

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Morality and Civilization

BY MILTON FAIRCHILD

It is astonishing that two nations as different as United States and France should be in agreement as to the morality on which they want to bring up their children. The United States has brought adults from over a dozen mother countries into co-operation as a nation, and has a national history of only one hundred and fifty years, but France has been a nation for 1,400 years, and the land of France had been inhabited for many centuries by Basques, and by Gauls before them in other centuries, yet American and French childhood morality is practically identical.

In Mexico a translation of the United States Children's Morality Code, with "Mexicanisms" substituted for "United Statesisms," so that the children never think of any nation but their own as sponsor for it, is being used in the public schools as the basis of moral instruction. This is a recognition of the fact that *moral ideas originate in civilization, not in nationalism;* no nation can arrogate to itself the origin of the morality of civilization.

This common identity of moral ideas could not be the result of independent growth in civilization were there not ethical principles which permeate civilization as an expression of human intelligence. Given intelligent human beings, control them by an "urge" for the development of civilization, and in due time their resulting cultural morality will be almost identical.

The Character Education Institution has arranged to have the Children's Morality Code translated into Chinese, in order that a comparison may be made between China's childhood morality and that of France, Mexico and the United States.

—

Know Another Language Than Your Own

Americans and their companion users of the English language in Great Britain and its dominions seldom know any other language than their own. The cultured European, on the other hand, usually is a master of several languages. Such accomplishment is more necessary there than here, but that does not excuse us.

In the naturally richest of continents, South America, Spanish is almost the only language spoken. Destiny is weaving ever closer relations between that continent and our own.

The young man in the United States who wishes to know a useful language in addition to his own cannot, therefore, make a more prudent choice than Spanish.

It is easy to acquire and the accumulated treasures in it are very inviting.

The day is fast coming when the traditional ignorance of other languages by natives of the United States who aspire to leadership in important affairs will not be easily excused.—The Washington Herald.

Meetings To Be Held

FEBRUARY

26: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A.,

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

According to Architect William B. Ittner and Superintendent Leo B. Baisden, plans for the initial unit of the complete school group at Longview, Wash., are under way. The three-unit group is to be erected on a thirty-nine-acre site, the gift of R. A. Long, president of the Long-Bell Lumber Company and founder of Longview. The group will consist of an elementary school, housing 600, a junior high for 800 and a senior high with working capacity of 1,000. The senior high school will be the first unit erected, followed by the junior high and the elementary.

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